STRATEGIC TECHNICAL ASSISTANCE FOR RESULTS WITH TRAINING (START) TECHNICAL ASSISTANCE AND SUPPORT PROJECT (TASP)

QUARTERLY PERFORMANCE REPORT – SECOND QUARTER

Submitted to:

USAID
FROM THE AMERICAN PEOPLE

Submitted by:

DEVELOPMENT ASSOCIATES

2300 Wilson Boulevard, Suite 300
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October 1 – December 31, 2005

TABLE OF CONTENTS

Page No.

STRATEGIC TECHNICAL ASSISTANCE FOR RESULTS WITH TRAINING (START)
TECHNICAL ASSISTANCE AND SUPPORT PROJECT (TASP)

Quarterly Performance Report
Second Quarter

Development Associates, Inc.
Contract # EEE-I-00-01-00011-00
Technical Assistance and Support Project (TASP)

Reporting Period: October 1 – December 31, 2005

SECTION I: CONTRACTOR'S REPORT

1.   BACKGROUND

The Strategic Technical Assistance for Results with Training (START) Indefinite Quantity Contract (IQC), awarded by USAID on August 28, 2001, provides for integrated training services and technical assistance up to a maximum total of $450 million. All activities are to be carried out though task orders requested by USAID. No level of effort is included in the START IQC.

2.   EXPECTED RESULTS

Under the START IQC, Development Associates expects to provide a range of integrated services and technical assistance to USAID Missions worldwide. The Technical Assistance and Support Project (TASP), under START, is designed to assist USAID/India in providing short-term U.S. training to Indian nationals in the Mission's areas of strategic interests, including (but not limited to): disinvestment and public enterprise reform, agricultural sector reform, financial sector reform including pensions, banking; international arbitration and the role of regulators; fiscal policy management including treasury reform, tax administration, fiscal policy analysis, public budgeting; fiscal decentralization, infrastructure financing; small and medium enterprise development; information and communications technologies. This training will support India's economic reform agenda.

3.   TASP, USAID/INDIA

a.   *Current core activities*

There are no core activities in the START IQC.

b.   ***Current buy-ins***

The Technical Assistance and Support Project (TASP) was awarded to Development Associates on July 11, 2005 with a total ceiling amount of $1,330,464 and initial obligation of $300,000. The completion date is August 27, 2007. The specific objectives of this task order are to: 1) identify U.S.-based short-term development training opportunities for Indian nationals, including Government of India (GOI) Officials from the central and state governments (up to a maximum of four weeks in duration) in USAID/India's areas of interest, and 2) arrange for the placement of Indian participants and manage their stay in the U.S.

4.   PERFORMANCE

a.   ***Placements***

During this reporting period, a total of 36 GOI officials were placed in U.S. off-the-shelf training courses ranging from one to three weeks in duration. This was four fewer participants than the 40 who were originally nominated.

b.   ***Monitoring***

Development Associates Placement and Monitoring Specialists strived to communicate and/or meet with each participant. All participants enrolled in Washington, DC-based programs received an on-site orientation from Development Associates followed by telephone contact as needed. Participants in programs in other parts of the country received packages upon arrival at their training sites which contained their allowance checks, health insurance information and ID cards, tax forms and an evaluation form. The Placement and Monitoring Specialists called each group of participants shortly after their arrival to check on their well-being and to answer any questions about the materials in their packages or other concerns. In addition, all participants received telephone number(s) where they could reach their assigned Placement and Monitoring Specialist. Participants outside of the local (Washington, DC) calling area were provided with a toll-free number.

c.   ***Evaluation***

All participants were encouraged to complete an evaluation questionnaire about their training experience (see attached sample). Of the 36 participants who completed training during this quarter, 29 returned their evaluation forms. This section presents their responses, in some cases supplemented by anecdotal information provided by participants during monitoring calls or meetings.

All completed evaluations are on file and copies are available upon request.

Post-Privatization: Managing the Challenge, International Law Institute (ILI), Washington, DC, October 24 to November 11, 2005.

Participants: Sharat Chauhan, Vinod Kumar, P.C. Cyriac, and Anju Sharma.

This seminar identified the economic challenges of the post-privatization period and developed regulatory, legal, economic, and managerial measures to confront these challenges. With the help of both simulated and case studies, participants analyzed why some newly-privatized enterprises perform better than others and why, at least in the short run, privatization sometimes produces disappointing results. The seminar's goal was to ensure that, over the long term, privatization is a prosperous undertaking for shareholders, employees, creditors, and society as a whole.

Strategic Management of Regulatory and Enforcement Agencies, John F. Kennedy School of Government at Harvard University, Cambridge, Massachusetts, October 23 – 28, 2005.

Participants: Prabhakant, Pramod Kumar, and Sukhjinder Jit Singh Kahlon.

Participants represented a broad range of regulatory areas (e.g., tax, environment, law enforcement, customs, and occupational safety) and functional responsibilities (legal, budgeting, operations). All shared an interest in bringing new regulatory and enforcement strategies to maturity. This course focused on issues of social regulation (the abatement or control of risks to society) rather than on economic regulation (the regulation of markets) and explored not the reform of law but the operations and management of regulatory and enforcement agencies. Current prescriptions for "reinvention" and reform (such as those oriented toward customer service and process improvement) were examined in light of the distinctive character of the regulatory task, which values broader public purposes more than satisfying individuals or corporations.

Capital Markets: Development and Regulation, International Law Institute (ILI), Washington, DC, October 24 to November 11, 2005.

Participants: Joseph Mathew, Sumit Bose, and Ram Bilash Meena

The course highlighted the principles of capital and securities markets, their procedures and their contribution to sustainable growth. Participants discussed the major blocks of an effective capital market and the policy environment needed to help its development. The course also included issues related to the growing interaction of emerging markets with developed capital markets.

International Borrowing and Debt Management, International Law Institute (ILI), Washington, DC, October 24 to November 11, 2005.

Participants: Trilochan Singh and Ramesh Chand.

The seminar provided exposure to structural adjustment programs and the problems and opportunities associated with loan renegotiations. Through an examination of financing documents, alternative debt-reduction techniques and case studies, participants became familiar with the critical issues, problems, pitfalls and advantages involved in structural adjustment programs.

Innovations in Governance, John F. Kennedy School of Government at Harvard University, Cambridge, Massachusetts, October 30 – November 4, 2005.

Participants: OM Prakash Rawat and Ramendra Jakhu.

The goal of the *Innovations in Governance* Program was to allow participants to examine innovative governance arrangements while working on an issue facing their societies. Participants explored new leadership and managerial techniques that can yield sustainability and the creation of real public value for the new institutions and processes of collaborative governance. They also studied experiments in new forms of governance and the pioneering of new kinds of partnerships to help them better understand the circumstances under which they can be effective.

Finance and Accounting for the Nonfinancial Executive (FANFE), Stanford University School of Business, Palo Alto, California, November 6-11, 2005.

Participants: Ahuradha Gupta, Chhavi Anupam, Manoj Kumar Dubey, Mukul Singhal, Rajami Ranjan Rashmi, Ram Swaroop Meena, and Ranjeev Rakkar Acharya.

Finance and Accounting for the Nonfinancial Executive was carefully crafted by leading faculty to eliminate the mystery behind the numbers and to help executives become informed and strategic users of accounting and financial data. The course covered the core concepts of both finance and accounting, including terminology and assumptions, valuation, financial statements, and distinguishing income from cash flow. The curriculum examined specific accounting methods and demonstrates how these choices affect earnings. Participants learned how to analyze financial reports, identify trends, and study competitors.

Advanced Issues in Regulating Water/Wastewater Utilities, Institute for Public-Private Partnerships, Inc. (IP3), Washington, D.C., November 7 to 18, 2005.

Participants: Rajesh Kumar Chaturvedi, Kasthala Venkata Satyanarayana, Pradipta Kumar Mohaptra, Shakuntla Jakhu, Shalabh Kumar, and Manoj Kumar.

To assist regulators to meet the most advanced challenges involved in regulating water and sanitation services, IP3 designed an advanced training program titled *Advanced Issues in Regulating Water/Wastewater Utilities*. The course addressed such critical issues as structuring tariffs and subsidies in a sustainable manner, using benchmarking and comparative competition to improve sector performance, taking consumer involvement in the regulatory process to the next level, and ensuring that regulation is pro-poor, among other issues.

Municipal Finance and Management: Strategies to Strengthen Creditworthiness, Institute for Public-Private Partnerships, Inc. (IP3), Washington, D.C., November 7-18, 2005.

Participants: Nandita Chatterjee, Krishan Murari Gupta, Arun Kumar, Atanu Purkayastha, and Aditya Prasad Padhi.

To better prepare local leaders for these challenges, IP3 designed an intensive workshop on *Municipal Finance and Management: Strategies to Strengthen Creditworthiness*. In this course, participants acquired the requisite skills and techniques to enhance the financial performance, systems, and borrowing capacity of local units of government. The sessions focused on each of the phases of building sound and sustainable financial operations in local government and the

techniques used to increase revenues, reduce costs, develop better systems for financial performance, and develop local capital markets sufficient to issue municipal bonds and other financial instruments.

Best Practices in Regulating Telecommunications and IT Services, Institute for Public-Private Partnerships, Inc. (IP3), Washington, D.C., December 5-16, 2005.

Participants: Bhagyesh Jha, Ved Prakash Bhardwaj, Hem Kumar Pande, and Keshni Anand Arora.

Global telecommunications is characterized by constant change. Policymakers, service providers, and regulators face the complex challenge of promoting competition and encouraging massive capital investments required to satisfy demand and keep pace with emerging technologies. Course participants of *Best Practices in Regulating Telecommunications and IT Services* learned the critical elements of telecommunications regulation, including licensing issues, interconnection, and pricing/tariff structuring.

5.   SUMMARY ANALYSIS OF PARTICIPANT EVALUATIONS

Introduction

All participants in the training programs offered in the second quarter of the project were provided with end-of-training evaluation forms.   We sent a total of 36 forms to participants in 9 courses offered by 4 organizations.   Twenty-nine participants returned their completed evaluation forms to Development Associates.   These forms were designed to gather information on participants' satisfaction with and views on overall rating of the course, administration and logistics, course content, usefulness and relevance of the course as well as learning and applying new skills.

Overall Rating of Training Courses

Participants' feedback indicates that they were satisfied with their experience at the training courses. The majority of participants would recommend these courses to their colleagues.

Overall rating of training

On a four point scale (excellent, good, fair and poor), slightly less than two thirds (17 of 29) of the participants rated their programs excellent and the remaining participants (12 of 29) rated the course as good.

> "*The training program is very relevant to day-to-day supervising and managerial work we perform.*" wrote a participant in the *Finance and Accounting for the Nonfinancial Executive (FANFE)* course.

Recommend training to other colleagues

All of the participants stated that they would recommend these training courses to other colleagues.

Training met professional goals

All participants reported that the training met their professional goals. About 41 percent of the participants (12 of 29) reported that the training met their professional goals to a great extent. Approximately 59 percent of the participants (17 of 29) reported that the training met their goals to some extent. A participant in the *Strategic Management of Regulatory and Enforcement Agencies* course explains the advantage of this program: "this program has enhanced my capability in enforcement and regulation of law."

Usefulness of Program

Participants were asked to provide feedback on the usefulness of their training programs in general but also on specific aspects such as the information they received, the materials they were provided with, and their usefulness and relevance of the jobs when they returned to their home countries. In general, participants expressed high levels of satisfaction with the usefulness and relevance of the information they received. The majority indicated that they will use the course material as reference upon returning to their respective jobs.

Usefulness of training experience

All respondents said that they found this training experience to be useful. Over two-thirds of the participants (69 percent) found this training to be very and extremely useful. The remaining 31 percent of the respondents reported that it was somewhat useful. A participant in the *Strategic Management of Regulatory and Enforcement Agencies* wrote that "*It is very relevant to the job we are doing in our country. It has helped me in looking to priorities and strategies and the job itself from a different angle.*"

Usefulness of information

All participants reported that they could apply the information they gained during their experience upon returning to their jobs. Only one participant reported that less than 25 percent of the information learned would be usable in her or his work. On the other hand, approximately 31 percent of the

> "*This training offers a good experience in the practices and pitfalls of the system. One learns from the experience so that similar mistakes can be avoided,*" wrote a participant in the *Capital Markets: Development and Regulation* training course.

participants indicated that they thought they could use over 75 percent of the information they learned. Another 10 participants (35 percent) reported that 51-75 percent of the information they learned at the training course would be useable in their work.

Provided relevant information

On a five-point scale, all the participants strongly and somewhat agreed that the information provided during the training courses was relevant to their work upon their return to their respective countries. One of the participants in the *Municipal Finance and Management: Strategies to Strengthen Credit Worthiness* commented "*The course is relevant to those who are working with regulatory commissions. Many officers are likely to handle this job as India is moving towards regulatory regime.*"

Usefulness of course material

All of the participants indicated that they will use the training material as reference on their jobs. A participant in the *Municipal Finance and Management: Strategies to Strengthen Credit Worthiness* course explains "*The training program presented a good overview of the PPP approach.*"

Usefulness of subject to work

On a four-point scale (excellent, good, fair and poor), 25 of 29 participants (86 percent) gave positive ratings to the usefulness of the subjects covered in the training courses.

Skill Development

Building on existing skills and developing new ones are critical components of any training program. Participants were asked to comment on their experience on this issue during their stay at the different institutions. Another key component is whether participants have the opportunity to develop practical approaches to implementing the new skill or knowledge when they return to their jobs. The feedback of the participants indicates that the courses offered were successful in achieving all three targets; building on existing skills, building new skills and helping participants develop plans to use these skills when they return to their jobs. The vast majority of respondents were able to identify specific components of the action plans they developed during their courses. This indicates that they spent time to review, distill and identify those aspects of the material and methods they were exposed to that were most relevant to their jobs.

Build on existing skills

All the participants thought that the training programs built on their existing skills. Participants were almost evenly divided on the extent to which they perceived this to be the case. Fifteen participants (52%) indicated that the training program built, to a great extent, on their existing skills while fourteen (48%) indicated that it did so to some extent.

Learning new skills

The majority of participants reported that they learned new skills during their training programs. Twenty- five participants (86 percent) strongly and somewhat agreed with the statement that they have learned new skills. Only one participant somewhat disagreed with that statement. However, they were able to identify the most important thing they learned in their training program. A participant in the *Capital Markets: Development and Regulation* course reported this to be "*Every capital market requires local inputs and management to function effectively.*"

> "*This program has enhanced my capability in enforcement and regulation,*" wrote a participant in the *Post-Privatization: Managing the Challenge* training course.

All 29 participants were able to list at least one new skill that they had acquired during their training program. Ninety-three percent of the participants (27) were able to list two important skills learned during the training program. About 80 percent were able to list three new important skills that they think they have learned during the course. Almost 72 percent of the

participants were able to list four important skills they learned during their participation in the various courses. A participant in the *Municipal Finance and Management: Strategies to Strengthen Credit Worthiness* course reported that this course "*helps capacity building knowledge and skills.*"

Develop plan to apply new skills

The majority of respondents (86 percent) reported that they had developed a plan to apply the new skills upon their return to their respective jobs.

Eighty-six percent of participants (25 of 29) were able to list at least one element of their work plan to

Trainees Develop Action Plan

4

25

■ Developed plan ■ Did not develop plan

implement the skills they had learned when they return to their respective jobs. Also, 86 percent of the participants were able to list two elements of the work plan. Participants could identify multiple elements of this plan as evidenced by the 69 percent (20 of 29) who were able to list three elements of the work plan. Less than two-thirds of the participants (18 of 29 or 62 percent) were able to list four elements of the work plan they developed to implement the new skills they had learned during their participation in the various courses.
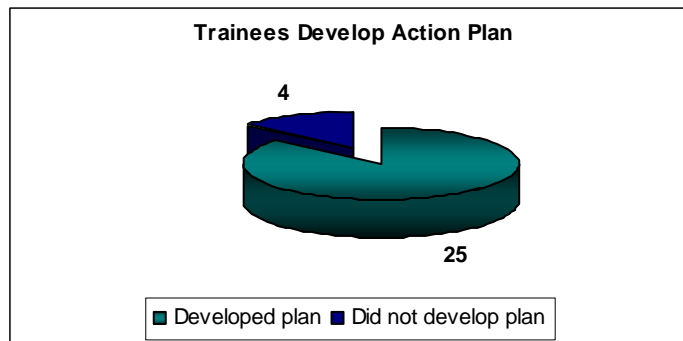
Course Content and Methodology

Participants provided feedback on the curricula and approach used in the courses they attended. Most participants highly rated the curricula, content, organization and methods used in their courses.

Training methodology

On a four-point scale (excellent, good, fair and poor), 24 of 29 participants (82 percent) gave positive ratings to the methods used in the training courses. Thirteen participants rated these methods as excellent, eleven rated this as good and only four gave a fair rating. A participant in the *Municipal Finance and Management: Strategies to Strengthen Credit Worthiness* course remarked on the methods used "V*ery participatory. Gain knowledge of international best practices. Very practical training. The training made things very organized.*"

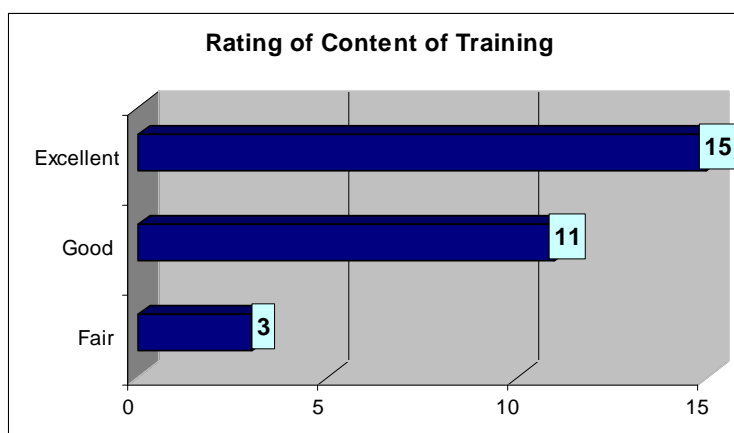## Organization of training program

On a four-point scale (excellent, good, fair and poor), 25 of 29 participants (86 percent) gave positive ratings to organization of the training courses. Fifteen participants rated course organization as excellent.

Organization of the content of training material

On a five-point scale, most of the participants agreed or strongly agreed (97 percent) that the content of the training courses was well organized. Only one participant somewhat disagreed with the statement that the content of the course was well organized.

Rate content of training

On a four- point scale (excellent, good, fair and poor), 27 of 29 participants (89 percent) gave positive ratings on the content of the training courses. Only three respondents rated the content of the training programs as fair. A participant in the *Capital Markets: Development and Regulation* course suggested that "a few more case studies could be included."

Rating of Content of Training

Excellent	15
Good	11
Fair	3

0   5   10   15

Rate curricula of training courses

On a four-point scale (excellent, good, fair and poor), 24 of 29 participants (83 percent) gave positive ratings to the curricula designed for their training courses. Five participants rated these curricula as fair.

Training Institution

Participants in all courses offered from October 2005 to December 2005 were satisfied with the quality of the staff at their respective training institutions and their availability, as well as their knowledge of the content areas.

Responsiveness of staff at training institution

All of the participants expressed their satisfaction with the availability of the staff at the various training institutions. On a five- point scale, participants reported that they were very satisfied (23 of 29 participants – 79 percent) and somewhat satisfied (6 of 29 participants - 21 percent) with the responsiveness of the staff at the training institution.

Availability of staff at training institution

All of the participants expressed their satisfaction with the responsiveness of the staff at the various training institutions. On a five-point scale, participants reported that they were very satisfied (24 of 29 participants – 83 percent) and somewhat satisfied (5 of 29 participants - 17 percent) with the availability of the staff at the training institution.

Rate knowledge of trainers: On a four-point scale (excellent, good, fair and poor), all twenty-eight participants who answered this question gave positive ratings to the knowledge of their trainers. The majority of these participants (75 percent) rated their trainers as excellent and 25 percent rated the knowledge their trainers in their respective fields as good.

Administration and Logistics

All participants expressed their satisfaction with the preparation and material they received prior to their arrival in the United States. While most participants reported that duration of the courses was appropriate, a minority of respondents expressed their concern that longer courses could provide them with more opportunity to cover the material incorporated in each course.

Pre-program preparation

The majority of the participants reported that they were satisfied with the pre-arrival information as well as the arrival orientation they received from Development Associates. Twenty-five of 29 participants indicated that they were very satisfied or somewhat satisfied with the preprogram letter sent by Development Associates. On a five-point scale where very satisfied was the highest and very dissatisfied was the lowest score, only two participants reported that they were somewhat dissatisfied. Approximately 90 percent of the participants (20 of 22) were satisfied with the arrival orientation conducted by Development Associates.

Accommodations and meals

The majority of the participants were very satisfied with the accommodations, while only four participants reported that they were somewhat satisfied with the housing arrangements.

The majority of respondents (79 percent) were very satisfied with the availability of places to eat. Seven participants reported that they were somewhat satisfied with the range of options and places at which they could have their meals.

Length of training program

The majority of participants (23 persons) disagreed with the statement that the training program was too long. Four participants neither agreed nor disagreed with this statement. A participant in the *Best Practices in Regulating Telecommunications and IT Services* course said "It would have been better to have the course for three weeks duration." Only two participants somewhat agreed that the duration of the training program was too long. The first participant was in the *Best Practices in Regulating Telecommunications and IT Services* course which lasted for two weeks. The second participant was in *the Capital Markets: Development and Regulation* course which lasted for three weeks.

6.   TASK ORDER MODIFICATIONS

Effective November 14, 2005, modification #M001 increased funding from $300,000 to $700,000.

7.   COST-SAVINGS

The project continued to rent laptop computers instead of buying them for all participants in the courses offered by IP3. This cost-saving measure achieved a $14,250 savings during this reporting period.

ANNEXES

ANNEX A
COPIES OF INDIVIDUAL PARTICIPANT PROGRAM EVALUATIONS

In a separate pdf file.

ANNEX B
TECHNICAL ASSISTANCE AND SUPPORT PROJECT
END OF TRAINING EVALUATION FORM

Please complete the following questionnaire at the end of your training experience and return to Development Associates at the following address:

Mr. Neil McConnell
Development Associates
1730 North Lynn Street
Arlington VA 22209

Your feedback is important. This information will be used to evaluate and improve the India Technical Assistance and Support Project (TASP).

Feel free to use an additional sheet for comments if necessary.

Please complete the following:

Name of training program: _____

Dates of training program: _____

Location of training program: _____

1.   To what extent were you satisfied or dissatisfied with the following:

[MARK ONLY ONE ANSWER]

		Very Satisfied	Somewhat Satisfied	Neither	Somewhat Dissatisfied	Very Dissatisfied
a.	Preprogram letter received from Development Associates	1	2	3	4	5
b.	Arrival orientation provided by Development Associates (Washington, DC programs only)	1	2	3	4	5
c.	Housing accommodations	1	2	3	4	5
d.	Availability of place to have my meals	1	2	3	4	5
e.	Availability of local staff	1	2	3	4	5
f.	Responsiveness of local staff	1	2	3	4	5

2. **To what extent did the training program build on your existing skills?**
1) Great extent
2) Some extent
3) Not at all

3. **How you rate each of the following:**

[MARK ONLY ONE ANSWER]

		POOR	FAIR	GOOD	EXCELLENT
a.	Content of the training	1	2	3	4
b.	Knowledge of trainers	1	2	3	4
c.	Curriculum	1	2	3	4
d.	Training methodology	1	2	3	4
e.	Organization of training program	1	2	3	4
f.	Usefulness of the subject matter to your work	1	2	3	4

4. **To what extent do you agree or disagreement with the following statements?**

[MARK ONLY ONE ANSWER]

		Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree
a.	The training program provided information relevant to my work	1	2	3	4	5
b.	The training program will not be of immediate use to me.	1	2	3	4	5
c.	The content of the program was well organized	1	2	3	4	5
d.	I will use the training material as reference on my job.	1	2	3	4	5
e.	The length of the training program was too long.	1	2	3	4	5
f.	I have learned new skills during this training program.	1	2	3	4	5

5. **Of the information you learned how much is usable in your work?**

1) 0-25 percent
2) 26-50 percent
3) 51-75 percent
4) Over 75 percent

6. **To what extent do you think you can apply the information you gained during your training experience to your work?**
1) Great extent
2) Some extent
3) Not at all

7. **To what extent did you find this training experience useful?**
1) Not at all useful
2) Somewhat useful
3) Very useful
4) Extremely useful

8. **To what extent did this training experience meet your professional goals?**
1) Great extent
2) Some extent
3) Not at all

9. **Overall, how would you rate this training experience?**
1) Excellent
2) Good
3) Fair
4) Poor

10. **List the four most important skills you have acquired during this training program.**
1._____

2._____

3._____

4._____

11. **Did you develop a work plan to apply these skills when you return to your job?**
1) Yes
2) No

12. **What are the four key elements of this work plan?**

1._____

2._____

3._____

4._____

13. **Would you recommend this training program to other colleagues?**

1) Yes
2) No

14.   Can you tell us why?

_____

_____

_____

_____

_____

15.   What was the most important thing you learned in this training program?

_____

_____

_____

_____

_____

16.   What are your suggestions to improve this program?

_____

_____

_____

_____

_____

Thank you for your cooperation.

TASP Quarterly Report – 2nd Quarter.doc/TASP-1

Technical Assistance and Support Project (TASP)   B-4   October 1 – December 31, 2005
Quarterly Performance Report - First Quarter